

***A REPORT PERTAINING TO ENVIRONMENTAL EDUCATION  
and  
COMMUNICATION SUPPORT FOR PEACE CORPS/HAITI***

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## ***ACRONYMS***

AO	Assistant Peace Corps Director
APCD	Administrative Officer
ASPREN	Association du Sud pour la Protection, la Rehabilitation et l'Amélioration de l'environnement
ASSET	Agriculturally Sustainable Systems and Environmental Transformation
ATPPF	Assistance Technique pour la Protection des Parcs et des Forêts
CBO	Community-Based Organization
CD	Country Director
CE	Conservation Education
CRS	Catholic Relief Services
EE&C	Environmental Education and Communication
FNUAP	Fonds des Nations Unies en Matière de la Population
HCA	Host Country Agency
ISA	Intermediary Support Agency
IST	In-Service Training
NGO	Non-Governmental Organization
ONG	Organisation Non-Gouvernementale
ORE	Organization for the Rehabilitation of the Environment
PADF	Pan American Development Foundation
PAE	Plan d'Action pour l'Environnement
PAP	Port-au-Prince
PC	Programming Coordinator
PC	Peace Corps
PCV	Peace Corps Volunteer
PST	Pre-Service Training
SECID	South-East Consortium for International Development
PTO	Programming and Training Officer
TC	Training Center
UNDP	United Nations Development Programs
UNESCO	United Nations Organization for Education, Science and Culture
USAID	United States Agency for International Development

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Albert Ndayitwayeko and Ron Savage  
September, 1999

## ***EXECUTIVE SUMMARY***

From July 26 to August 14, 1999, Peace Corps/Haiti, with funding from the United States Agency for International Development and technical assistance from GreenCOM and Peace Corps/Washington, undertook an inventory and assessment of current EE&C efforts and related institutional capacity, with an emphasis on rural programs and non-governmental organizations.

To develop any program capable of achieving its stated goals and objectives, there needs to be a determination of what is already taking place. Usually, a survey instrument and other data collection methods can identify existing strengths and weaknesses, and that was the approach we used, in Port-au-Prince, Double Harvest, Forêt de Pin, Meyer, Jacmel, and Les Cayes. The information contained in this report comes from face-to-face interviews, focus-group discussions with farmers and Peace Corps volunteers, site visits, and document review.

We used questionnaires with closed-ended questions during interviews coupled with open-ended probes. Responses allowed us to assess the status of EE&C in Haiti, attitudes, beliefs, and opinions about EE&C, and the capacity of individuals, groups, institutions, and organizations to foster EE&C in their programs and project plans (See Annex 3 for more details). We visited the following institutions and/or organizations during a three-week data collection period to explore their potential EE&C collaboration with Peace Corps:

- United States Agency for International Development (donor);
- United Nations Development Program (donor);
- The Ministry of the Environment;
- The Ministry of Education, Youth, and Sports
- The Ministry of Agriculture, Natural Resources, and Rural Development;
- Agriculturally Sustainable Systems and Environmental Transformation Project (ASSET);
- Catholic Relief Services (CRS);
- Pan American Development Foundations (PADF);
- Organization for the Rehabilitation of the Environment (ORE);
- Partners of the Americas;
- South-East Consortium for International Development (SECID);
- Association du Sud pour la Protection, la Rehabilitation, et l'Amélioration de l'Environnement (ASPREN).

While we did not visit CARE/Haiti, its potential as a Peace Corps partner organization is considered in this report.

At the conclusion of the assessment, we held a debriefing with key USAID and Peace Corps/Haiti staff to present preliminary findings and recommendations. Later a report in French and English was prepared. This report makes specific recommendations as to how EE&C can increase the reach and impact of Peace Corps Volunteer efforts in community and municipal development and in the agribusiness and agroforestry sectors. These recommendations point out

how potential linkages/activities and partnerships in environmental education can enhance volunteer effectiveness in carrying out their assignments. We propose several practical strategies to address these potentials. We also determined that:

- The need for Peace Corps to develop and strengthen its EE&C program is justified.
- EE&C should be incorporated into existing Peace Corps/Haiti programs.
- Conservation education is more relevant than traditional environmental education to the needs of the rural communities, where most PCVs are presently assigned and where Peace Corps finds its niche.
- Non-formal EE&C and/or conservation education is the extension strategy that Peace Corps should utilize to carry out its related programs and activities.
- Peace Corps/Haiti should recruit trainees with an appropriate technical background, depending on whether it chooses to emphasize EE&C or conservation education more.
- Training of EE&C or conservation education trainers (in environmental education concepts, methodologies, and educational materials development) is a prerequisite for the launching of the new program.
- During the design and development of environmental education materials, the needs and characteristics of the diverse Peace Corps audiences and their environment have to be taken into account.
- Peace Corps should continue to assess its role in EE&C while gradually increasing its capacity to undertake discrete EE&C effort as a part of its core sectoral programming.

## ***CHAPTER I. INTRODUCTION AND BACKGROUND***

The Republic of Haiti is one of the least developed countries in the Western hemisphere, with a natural environment devastated by intense population pressures, generalized poverty, and a rampant mismanagement of the country's natural resources. Environmental degradation has reached alarming proportions in Haiti, with only about 2% of the natural forest cover remaining and severe soil erosion the norm on virtually every hillside on this mountainous island.



Throughout Haiti inappropriate farming systems and land use practices, widespread cutting of trees for charcoal production and wood, minimal replication of effective agroforestry and conservation practices, and minimal community participation in natural resource management unless remuneration is provided are the norms. As a consequence, extensive deforestation, erosion, declining agricultural productivity, loss of biodiversity, stream siltation, flooding, and water pollution are among the most challenging environmental problems presently facing the country. Moreover, deforestation, erosion, downstream flooding, channel cutting, siltation, and sedimentation pose immediate and long-term threats to Haiti's hydrological balance and hence undermine its ability to feed its population, provide freshwater for cities, agriculture, and industry, and maintain the viability of both terrestrial and coastal ecosystems.

The current population, between 7 and 8 million, will increase to 12 million by the year 2010. More than 50% of the population is under 15 years of age, with a density of 597.3 persons per square mile. The average per-capita GDP is less than \$250 US and about 85% of the population lives in extreme poverty. Agriculture is mainly small-scale subsistence farming and employs two-thirds of the work force. The majority of the population does not have ready



access to safe drinking water, adequate medical care, or sufficient food. To feed increasing numbers of people, Haiti, like many other developing countries, attempts to increase farm outputs. However, increased agriculture can carry excessive environmental costs. Only 2% of the original forest cover remains in Haiti and an estimated 15,000 hectares of arable land are lost annually as a result of deforestation and soil erosion. (Sources: World Bank Reports, World Atlas).

While these environmental threats are still compelling and the resulting poor quality of life in Haiti is alarming, the efforts are being made to deal with them and raise people from poverty, through government policy, have been inadequate. Nonetheless, the consensus of those interviewed is that EE&C is one of the many strategies which should be used to help Haiti address, mitigate and, hopefully, reverse these dire environmental trends.

There is a little bit of EE&C in Haiti now, but its programming and delivery are poorly focused. **S** an informed vision of what EE&C can do is still lacking. The Ministry of the Environment and the Ministry of Education, along with some non-government organizations, are exploring the possibility of initiating EE&C programs and projects aimed at protecting, conserving, restoring, and preserving the natural resources heritage of the country. Unfortunately, however, as this report is being written, the newly formed Ministry of the Environment is not yet fully in operation.

To improve the standard of living of rural populations by providing viable, sustainable income-generating opportunities and improving the institutional and managerial capacities of local organizations and communities, Peace Corps, for example, already conducts some level of EE&C with rural communities. The framework for Peace Corps/Haiti's EE&C are already embedded in some of the organization's goals and objectives:

- Introduce and/or improve the cultivation of fruit trees as a source of income and an environmental measure to halt the deforestation and subsequent soil erosion and rivers sedimentation.
- Introduce new agricultural techniques, including agroforestry and farm forestry techniques, that provide low-income farmers with an alternative agricultural system. This could be an effective environmental strategy to alleviate poverty and respond to economic issues that create pressures on critical ecosystems.
- Improve animal-health training and marketing programs with farmers to increase animal sales and farmer income.
- By year three, members of 30 community organizations will increase their incomes through the successful adaptation of improved tree cultivation methodologies (both fruit trees and trees for wood products) and soil conservation measures (such as improved forage grasses, agroforestry techniques, and physical interventions such as contour planting and terracing).
- In addition to their primary work assignment, volunteers will also assist the communities in which they live with these development projects. Because of the

pressing issue of deforestation, all volunteers will include environmental education and support for reforestation in their community efforts.

To be effective, Peace Corps needs to incorporate basic EE&C concepts, methodologies, and educational materials development into its existing programs in agroforestry and agribusiness and look for opportunities to enhance the work of volunteers in other sectors by encouraging EE&C as a secondary activity. Agroforestry and agribusiness are very well suited for EE&C activities using non-formal education with community groups, out-of-school youth, school communities, and Peace Corps partner projects. Formal education and informal EE&C will be considered for inclusion in Peace Corps projects and/or programs as needed.

Formal education is a highly institutionalized, chronologically graded, and hierarchically structured system of education spanning lower primary school and the upper reaches of university (Coombs and Ahmed 1974:8). Informal education, on the other hand, is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment at home, at work, at play, from the example and attitudes of family and friends, from travel, from reading newspapers and books, or by listening to the radio or viewing films or television.

Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning including that of even a highly schooled person (Coombs and Ahmed 1974:8).

Non-formal education is any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children (Coombs and Ahmed 1974:8).

Although there is no universal definition of Environmental Education, it is often regarded as a process aimed at developing a world population that is aware of and concerned about the total environment and its associated problems, and which has the knowledge, attitudes, motivations, commitments, and skills to work individually and collectively toward solutions of current problems and prevention of new ones (Stapp, 1982, p.83). Instead of relying on specific solutions to problems, environmental education teaches the use of alternative solutions and analysis of subsequent outcomes.

Conservation education is classically regarded as dealing with education about the wise use and management of natural resources such as forests, minerals, soils, water, and wildlife. Solutions to problems are rather specific, such as cropping techniques to reduce erosion, tree planting, tree nurseries, agroforestry, pesticide and fertilizer management, integrated pest management, etc. Conservation education messages and techniques are oriented toward farmers, resource users, and schools to some extent, in out-of-school activities. Normally, conservation education has more of a site-specific, usually local focus, and promotes sustainable use of natural resources.

Outdoor education is also a valuable method of instruction which contributes substantially to the teaching strategies of environmental education. Outdoor education utilizes numerous indoor as well as outdoor activities and draws heavily on both natural and built environments in trying to motivate people to act positively on behalf of environmental quality.

Numerous NGOs, both international and Haitian, have a diverse range of projects and activities throughout rural Haiti involving community groups. Some of these are as follows:

- The ASSET, ORE, and PLUS projects are supported by the USAID to assist communities in identifying and adopting alternative natural-resource management strategies in order to simultaneously secure their basic economic needs while reversing the trends of environmental degradation.
- The PLUS (Productive Land Use Systems) Project's goal is to maximize the productive potential of Haiti hillside agriculture by reducing the ongoing degradation of the country's natural-resource base through sustainable land-use interventions. PLUS has been remarkably successful in obtaining active participation of hillside farmers in adopting and investing their own resources of labor and time in soil and water conservation and other farming practices. The project has also developed an effective, low-cost agricultural extension service for small farmers whose practices have demonstrated that continuous conservation practices combined with other agroforestry, and cultural practices can be profitable. In addition, PLUS has achieved some success in helping farmers increase food and timber production. Impact has been significant in terms of soil and water conservation, improving farming systems and soil fertility, and restoring food security in project zones.

Other organizations and donors such as UNDP, CARE, CRS, ASPREN, ORE, and Partners of Americas are also involved in development projects with a particular emphasis on alternative strategies to excessive natural-resources exploitation.

However, none of these groups has yet implemented EE&C (particularly in formal environmental education) as an avenue to foster awareness about natural-resource depletion and conservation, or produced programs and instructional material relevant to the country fragile environment. Also, emphasis has been on working with male farmers, and not youth and women

UNESCO states that there is no universal model for the incorporation of environmental education into environmental programs and that EE&C in each setting must reflect the specific conditions, ultimate aims, and educational and socio-economic structures of each country. With this in mind, Peace Corps/Haiti, with USAID funding and GreenCOM technical support, has conducted an assessment and inventory of current EE&C programs and institutional capacity, and made recommendations to link up with ongoing efforts to extend the reach and impact of volunteer activity.

## ***CHAPTER II. STATUS OF ENVIRONMENTAL EDUCATION AND COMMUNICATION PROGRAMS AND INSTITUTIONAL CAPACITY: AN ASSESSMENT***

### ***II 1. Environmental Education and Communication Institutional and Organizational Programming and Delivery in Haiti***

Only a few funding agencies, ministries, and NGOs in Haiti already have EE&C components in their programs, activities, or work plans. However, beside the fact that EE&C is not the main focus for most of these entities, the lack of trained personnel, EE&C knowledge and skills, resources, and poor teacher motivation have severely strained their goodwill and their abilities to conduct environmental protection and restoration in Haiti.

Since these organizations are either actual or potential Peace Corps/Haiti EE&C partners, we visited them to assess their current EE&C efforts and institutional capacity.

Here is a list of Peace Corps/Haiti potential or collaborating partners and donors in EE&C. Not exhaustive, it is limited to the sites where PCVs are already working and to the city of Port-au-Prince where most institutions, organizations and ministries are located:

- United States Agency for International Development (donor).
- United Nations Development Program (donor);
- The Ministry of the Environment;
- The Ministry of Education, Youth, and Sports;
- The Ministry of Agriculture, Natural Resources and Rural Development (ATTPF);
- Agriculturally Sustainable Systems and Environmental Transformation Project (ASSET);
- CARE/Haiti
- Catholic Relief Services (CRS);
- Pan American Development Foundations (PADF);
- Organization for the Rehabilitation of the Environment (ORE);
- Partners of the Americas; and
- South-East Consortium for International Development (SECID)
- Association du Sud pour la Protection , la Rehabilitation et l'Amélioration de l'Environnement (ASPREN).

What follows is a brief synopsis of the conversations we had with these groups.

#### ***United States Agency for International Development (USAID)***

USAID/Haiti as a funding agency is very supportive of initiatives geared to EE&C through it's Natural Resources Management (NRM) unit. Many government agencies and NGOs such as the Ministry of the Environment, Project ASSET, ORE, Project ATPPF have benefitted from its support.

USAID interprets EE&C broadly, including formal and non-formal education programs and materials development, behavior-change programs in agriculture extension, and interpretive programs and outreach to communities in and around protected areas.

USAID also assists in program design and delivery in the informal sector, such as print, radio, and broadcast applications in the development of public awareness and communication campaigns on specific environmental problems and issues.

Of course, USAID in partnership with Peace Corps supported this consultancy, aimed at assessing current EE&C programs and institutional capacity, and providing recommendations to Peace Corps on its potential role in EE&C.

### ***United Nations Development Program (UNDP)***

The United Nations Development Program is assisting the Government of Haiti to conduct an EE&C program in collaboration with the Ministry of the Environment and the Ministry of Education.

In 1996, UNDP launched a comprehensive environmental education program aimed at developing concerted EE activities to complement the national plan for natural-resource management and sustainable development. This program also aims to further the goals and objectives of the newly institutionalized Action Plan for the Environment (APE) and the National Plan for Education (NPE). The UNDP Environmental Education Program works in three sectors: government agencies, formal education, and non-formal education. UNDP also mobilizes government officials, associations, school and community groups, and NGOs for EE. It assists different partners in the design, development, implementation, and evaluation of environmental education materials and programs.

### ***The Ministry of the Environment***

The new Ministry of the Environment plans on playing a lead role in EE&C and has included environmental education in its ten-cornerstone priority programs:

- National Environmental Management;
- Energy for Sustainable Development;
- Environmental Education for Sustainable Development;
- Conservation and Management of Biodiversity;
- Management of Strategic Watersheds;
- Integrated Management of Coastal and Marine Ecosystems;
- Waste Management;
- Emergencies and Natural Disasters Management;
- Support to Sustainable Development Initiatives and
- Support to Mining and Related Activities.

The Ministry's Environmental Education Program aims at developing awareness about local environmental issues and development activities for the general public, schools, and communities and fosters the development of knowledge, positive attitudes towards the

environment, responsible citizen participation in environmental problem solving, and behavioral and attitude changes. These are the Ministry of Environment environmental education priorities:

- The establishment of an Environmental Education Department to supervise, coordinate, implement and monitor environmental activities.
- EE Organizational Strengthening and Management at Community level.
- The establishment of Environmental Resource and Information Center.
- Assistance and Support to existing Environmental Education Programs.
- Training of Decision Makers, Professionals and Managers of the Environment.
- EE&C Teacher Training and Community leaders Seminars, Workshops and EE&C Curriculum Development.
- Formal and Informal Site Specific and Age and Gender Sensitive Environmental Education Materials Development.

To carry out its different planned EE initiatives, the Ministry of the Environment has established and will develop a network with the Ministry of Education, the Ministry of Agriculture, USAID, Peace Corps/Haiti, CIDA, UNESCO, and many NGOs. The Ministry has also instructed schools to launch environmental education programs with a particular emphasis on deforestation and reforestation, composting, interpretation of recreation and protected areas, natural resources, and cultural heritage preservation.

### ***The Ministry of Education, Youth, and Sports***

The Haitian System of Education is mainly carried out through formal education and non-formal education in public and private schools at three levels (Elementary, Secondary, and University). Curriculum design, development, development, testing and dissemination of educational materials and teacher training are the main priorities for the two systems of education.

Until recently, EE&C was not a concern for the Haitian Ministry of Education, Youth, and Sports. A new National Plan for Education was promulgated by the Government and is to be implemented in all schools at all levels for the 2000 school year. This plan tentatively includes environmental education in school curricula and the training of teachers and school decision makers in EE concepts and methodology.

The Ministry of Education, Youth, and Sports is also beginning to work in partnership with the Ministry of Environment to integrate environmental education into the existing school curricula at Elementary and High Schools levels. In such a program, the instructional objectives identified for each subject area at each grade level and within each unit of study could still be achieved. Very little, if any, additional instructional time would be required to deal with the added environmental content. In addition, new and stimulating approaches to studying subject matter would enhance the entire program. On the contrary, this infusion process should include the development of student activities for which materials and equipment will have to be procured

by the Ministry of Education or provided by donors, NGOs, and various other organizations involved in EE&C problems and/or issues management.

The Ministry of Education with the assistance of UNESCO and FNUAP (Fonds des Nations Unies en Matière de la Population) is also running a potentially successful and very popular program on Family, Population, and Reproduction Education with a good environmental-education component.

The success of this program is presently measured by the growing number of schools and youth organizations that subscribe to the project and by the sustained interest and support from funding agencies and/or donors. The goal of the Family, Population, and Reproduction Education project is to change youth attitudes and behavior pertaining to family, population issues, health education, and environmental protection and restoration. A Teacher's Guide (Guide d'Information et de Sensibilisation) and a Family Education Resource Book have already been produced by the program and are already in use in three pilot departments. A series of EE curriculum guides for elementary and secondary schools of all types is also being developed with a particular emphasis on population control, unwanted teen-pregnancy awareness, environmental issues, and problems associated with skewed population increases.

In addition to an EE curriculum for elementary and secondary schools being developed by the Ministry of Education, the following themes are being addressed by the Ministry in non-formal settings for teachers, students, parents and the general public:

- Population increase and pressure on already scarce and fragile natural resources in Haiti.
- Environmental degradation and declining quality of life.
- Drop-outs due to teenager pregnancies, abortion, prostitution, delinquency, and sexually transmitted diseases.
- Traditional values and taboos, and women's ignorance.

Information, sensitization, education and advocacy are the main strategies used by the Ministry's program for family education, health education, environmental education and gender issues units already being implemented by different partners. Research, education, information, training, development, dissemination of school materials, implementation of the program in pilot schools, monitoring and evaluation **S** these are the main activities already undertaken by the Ministry of Education's Family, Population, and Reproduction Education Project.

### ***The Ministry of Agriculture, Natural Resources and Rural Development***

The Ministry of Agriculture through l=Assistance Technique pour la Protection des Parcs et des Forêts (ATPPF) in conjunction with the World Bank and the Ministry of the Environment is involved in awareness and watershed management issues with farmers. No formal or informal environmental education is conducted by the Ministry, but there is some potential for Peace

Corps/Haiti to expand its assistance in this sector and develop suitable EE&C projects for formal, non-formal, and informal education settings. Two PCVs are already working with communities around Forêt de Pin and could easily incorporate environmental education and/or conservation education into their work plan.

### ***Agriculturally Sustainable Systems and Environmental Transformation (ASSET)***

The goal of the ASSET Project (a USAID-funded project) is to promote the attainment of results related to the Community Environmental Project, the Watershed Management Project, the Project for Improved Environmental Quality in Targeted Urban Locations, the Coastal Zone Management Project, and the Haitian Environmental Fund. ASSET also assists local communities in the design and supervision of policy and related education activities.

The Policy and Education sub-component is expected to contribute to the attainment of ASSET objectives through:

- Policy Dialogue;
- Social Communications and Information Campaigns;
- Motivation and Mobilization Efforts; and
- Education and Training.

The main ASSET goal is to change popular beliefs and attitudes with a view to behavior modification and new practices for the rehabilitation and preservation of a healthy environment. The development of a nationwide citizens network for environmental action is expected to contribute to this goal. The ASSET Education and Policy component has also identified nine intervention areas, grouped into two major initiatives:

- Motivational Environmental Campaign
  - Media campaigns
  - Support for the celebration of June 5, International Environmental Day
  - Support to youth environmental awareness and actions
  - Study on the cost of environmental degradation
  - Construction and animation of an Environment WEB site
- Environmental Education and Training Activities
  - Design of environmental training modules
  - Policy dialogue seminars
  - Educational assistance to Rivière Blanche and Rivière Grise watershed action plan and Support and assistance to other ASSET results objectives

The ASSET Policy and Education Component draws from the initial lessons learned through its own experience, but particularly from the interactions with other USAID projects in the field in Haiti and other countries S especially those working with youth groups, community environment diagnostic tools, and EE curriculum development. Another ASSET target: an annual measured



increase in the use of environmentally sound cultivation practices by hillside farmers in program areas.

ASSET also plans to mobilize resource users to work together to find solutions to environmental problems and to invest in sustainable management of marine and coastal resources.

Rehabilitation of the marine ecosystem **S** done by constructing artificial reefs that will in the long-term increase income from fishing, while reducing pressure on the natural reefs **S** is also among project priorities. In addition, ASSET plans to initiate a policy-advocacy activity, educating and organizing stakeholder groups and policy-makers through public forum and mass communication.

Another ASSET effort is the support of capacity building and empowerment within community organizations. This initiative employs a multi-tiered training approach to empower community groups to develop local level environmental action plans. ASSET trains community groups in basic environmental concepts, environmental management, and participatory approaches to identify needed community environmental actions.

In all their work, ASSET strives to ensure that tools and training materials present consistent messages on sustainable development and environmental management. The project anticipates moving soon into environmental awareness, education, and information activities.

### ***CARE/Haiti***

CARE has been operating in the economically and environmentally distressed Northwest Department for several years. Its program there includes food distribution, projects in reproductive health, maternal health and nutrition, irrigation, and infrastructure construction (roads, ravine control, etc.) through food-for-work programs and the PLUS project. CARE is also involved in development activities such as family planning, rural water supply, micro-enterprise development etc.

CARE has achieved considerable success in helping small farmers to carry out soil and water conservation efforts and adopt cultivation techniques such as bio-intensive gardens, tree grafting, and the procurement of new and improved seeds. Six CARE nurseries produce 1.2 million forest trees, which are distributed each year to participating farmers (estimated to be 24,000 farmers by the end of 1999) and others. CARE's approach to hillside agricultural extension is the adoption of farmer-driven rather than project-driven adoption of project interventions, by the use of farmer field agents, and by use of supervising agronomists and field technicians in field offices.

The organization does not have an EE&C program, but its various activities lend themselves easily to environmental education and/or conservation in non-formal settings, and Peace Corps/Haiti should continue its partnership with CARE.

### ***Catholic Relief Services (CRS)***

Catholic Relief Services does not have a formal EE&C component. However, CRS is running a Rural Enterprise Agricultural Development Program (READ) with potential to work with PCVs in Agroforestry, Agribusiness and/or Extension to develop EE&C activities suitable to schools, individuals and rural communities.

READ is an integrated agricultural production and rural enterprise program that consists of eighteen sub-projects in environmental stabilization, improved agricultural production, soil conservation, and watershed protection, as well as credit activities in the form of grain storage banks and community banks for women. Managed and carried out by Caritas/Haiti, the READ program seeks to bring an integrated approach to rural development through activities in agricultural production, environmental stabilization, and rural enterprise development.

CRS, however, promotes a non-formal education component of soil-conservation activities in targeted watersheds. This consists of a package of conservation techniques, including nurseries to supply tree species for living hedges, contour planting, gully stabilization, and composting. All these activities are supported by extensive training components. Soil-conservation activities reduce soil erosion, stabilize targeted watersheds, and indirectly increase the income of the farmers.

### ***Pan American Development Foundation(PADF)***

PADF is a US-based, non-profit PVO working with the public and private sectors to develop employment opportunities for the poor and to improve the quality of life and the quality of the environment throughout the Caribbean and Latin America. The Foundation has been very active in tree planting and agroforestry for a number of years, and is now beginning to pilot some environmental-education activities in schools and communities.

One PCV, who is also an environmental-education specialist, is working with PADF at Meyer to develop formal environmental programs and materials for elementary school, for the next school year. Peace Corps/Haiti also has the opportunity to work in partnership with PLUS (Productive Land Use Systems), a PADF/USAID-financed project. PLUS is designed to maximize the productive potential of Haitian hillside agriculture by reducing the ongoing degradation of the country's natural resources base through sustainable land-use interventions. PLUS field activities are guided by the following design elements:

- Environmental improvement through appropriate agroforestry practices and farmer demand-driven technologies;
- Income enhancement for participating farmers;
- Reinforcement of local NGOs and farmer groups;
- A watershed-level approach to soil conservation opportunities;
- Enhanced food security, improved seed selection, and seed availability, and
- Strong monitoring and evaluation.

Another purpose of the PLUS project is to achieve sustainable increases in farm productivity and income generation by integrating into existing farming systems appropriate land use and soil- and water-conservation measures involving trees, shrubs, grasses, and other plant materials which will enhance soil fertility

The majority of Peace Corps volunteers are engaged in activities similar to those carried out by PADF/PLUS. Unfortunately, that project will expire next year and Peace Corps/Haiti will have to find another partner for its current PADF activities.



Farmers involved in the PLUS project will have to decide whether or not to participate in PLUS' successor. Or, they may sustain plant nurseries through sale of seedlings. Conservation structures might be sustained by the benefits they provide, and as will grafted plants and improved varieties if they prove their worth.

### ***Organization for the Rehabilitation of the Environment (ORE)***

The main focus for ORE has been on identifying areas in the farming system which can be rapidly improved with the introduction of better plant material and more productive technologies. This ORE strategy involves promoting tree crops, such as high revenue fruit

trees, spice crops, selected forestry trees and newly introduced bamboo varieties, all of which naturally protect the environment because of their perennial nature.

Agricultural, environmental, and economic issues are inextricably linked, and the ORE approach has been to respond by offering the local farmers economically viable alternatives. Intensifying agricultural production is essential in the plains and lowlands, whereas hillside and watershed management requires the intensification of commercial tree crops and developing other cash crops using sound agroforestry principles.

A concerted effort has also been put into improving the productivity of staple crops such as corn, beans, and sorghum by creating a program to provide improved seeds **S** which ensure significantly increased yields. Developing high-revenue crops such as hot peppers, shallots, leeks and winter vegetables is an important goal, involving the identification of potential ventures and successfully marketing these crops. ORE staff feel that these alternatives have contributed significantly to the decrease of farmers' pressure on already fragile natural resources in Haiti.

There are presently two PCVs (community development and agroforestry teams) working in non-formal EE&C with ORE in its priority zones, developing educational materials for the community and eventually for the schools in/or near these sites.

### ***Partners of the Americas***

Partners of the Americas is a private, nonprofit, and nonpartisan organization which draws on its network of partner community based organizations in 45 states to:

- Promote broader citizen participation;
- Train community leaders;
- Mobilize hemispheric collaboration;
- Strengthen grassroots organizations.

Partners of the Americas provides education, training, and income-generating opportunities to adults and young people; trains the leaders of tomorrow; and brings together institutions of higher education (north and south) to share knowledge; and supports exchange programs for both students and professors.

Like the other organizations visited, Partners of the Americas aims to foster sustainable small-scale community-based development. They bring together agriculturists to boost food production, prepare for natural and man-made disasters, protect the environment, and ensure that women are part of the economic development process within their communities.

Through the Partners Reach Out Programs, the project utilizes different methods, such as live TV interviews, radio shows, public seminars, keynote addresses, distribution of fact sheets, presentations to local groups and/or organizations, etc.

### ***South-East Consortium for International Development (SECID)***

SECID is mostly involved in case studies, adaptive trials, seed and germ plasm supply, marketing, and the monitoring and evaluation of tested and proven agricultural interventions. Like other organizations mentioned in this report, SECID does not have an environmental education and/or communication program as such. However, SECID does offer valuable opportunities for EE&C in informal settings.

### ***Association du Sud pour la Protection la Réhabilitation et l'Amélioration de l'Environnement (ASPREN)***

ASPREN is a local NGO in the city of Les Cayes dedicated to protecting natural resources and restoring environmental quality. Its diverse membership includes agronomists, lawyers, physicians, teachers, and other local NGOs with common goals. Up to this point the organization has done very little, but is ready and willing to collaborate with Peace Corps/Haiti to foster EE&C in Les Cayes region.

While this list of institutions is not exhaustive, most major entities with EE&C activities or potential are represented here.

## ***II 2. Environmental Education and Communication in Formal Education***

As we mentioned earlier, formal education is a highly institutionalized, chronologically graded and hierarchically structured system of education spanning lower primary school and the upper reaches of university (Coombs and Ahmed 1974:8). In Haiti, the Ministry of Education is anticipating that elementary and secondary schools (both public and private) will be the main vehicles for EE starting in the 2000 school year. The Ministry of Education strategy is to integrate environmental themes and/or topics into the existing school curricula.

At a minimum, teachers who lack EE&C knowledge and skills should be helped to understand the new elements of the curriculum and the sequence with which they will teach them. The design, development, evaluation and dissemination of EE&C materials and teacher training are also anticipated in the National Plan for Education recently adopted by the Government of Haiti.

In 1996 the UNDP conducted an assessment of the status of environmental education in formal and non-formal education. They found that only rarely were schools at any level, public and private, involved in EE in Haiti, and they identified the reasons for this lack of commitment to EE to be mostly teachers' lack of interest and motivation; in addition, they found a lack of EE knowledge and skills among teachers, a lack of EE materials for either teachers or students, and a lack of funding. EE was not then a priority for the Ministry of Education. The political, economic, and social transformations in Haiti in the last decades were also cited for undermining the Haitian System of Education as a whole and EE development in particular. In addition, the Haitian school system is characterized by thousands of small privately owned schools that are provided with varying supervision and support by the Ministry of Education (curriculum development, materials/books etc.). Many religious organizations control the curricula, programs, and equipment at elementary and secondary schools in Haiti.

In its effort to integrate environmental education into the existing school curricula at elementary and high schools levels, the Ministry of Education, with the assistance of UNESCO and FNUAP

(Fonds des Nations Unies en Matière de la Population) is running a potentially successful and very popular program on Family, Population and Reproduction Education with a good environmental-education component.

The goal of the project is to change youth attitudes and behavior pertaining to family business, population issues, health education and environmental protection and restoration. A Teacher Guide (Guide d'Information et de Sensibilisation) and a Family Education Resource Book have already been produced and are already in use in three Pilot Departments. An EE curriculum for Public and Private Elementary (in Creole) and Secondary Schools (in French) is also being developed for the 2000 School Year.

A private university, l'Université Quisqueya in Port-au-Prince, is also involved in teacher training in EE; the institution has an environmental program and a functional research unit pertaining to the environment (le GERE). However, the university is still far from fulfilling the needs of formal-education professionals for EE&C resources and materials development.

In addition, in the future, the State University with its eleven learning institutions may play a more important role in EE&C programs. Its material design, development, implementation, evaluation, and distribution is in partnership with PCVs/Haiti. The State University is also in a good position to provide EE&C training to PC staff and volunteers through workshops and seminars.

The new perspective of the Ministry of Education pertaining to environmental education in formal settings concentrates efforts on EE curriculum development, design, validation, and production, and the dissemination of EE educational materials and the training of trainers in EE, especially for elementary schools.

### ***II 3. Environmental Education and Communication in Non-Formal Settings***

Coombs and Ahmed (1994:8) define non-formal education as any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. The design, development, evaluation, and dissemination of EE&C materials and teacher training in non-formal settings are also anticipated in the National Plan for Education recently adopted by the Government of Haiti.

In Haiti, non-formal EE&C has a greater chance to succeed, even though some of the same barriers facing EE&C in formal education also exist in non-formal settings such as: lack of teacher interest, motivation, knowledge, and skills, lack of EE materials for teachers and students, and lack of funding. However, to be effective, non-formal EE&C does not need to rely solely on the school system in order to be effective.

There is a consensus among EE&C professionals that non-formal learning opportunities can be implemented at lower cost than EE learning in formal settings. The non-formal education sector is often geared to rural community groups, out-of-school youth, peasant groups, urban poor, women's groups, youth associations, public health services, and the media.

As in the case of formal EE, the new vision of the Ministry of Education pertaining to environmental education in non-formal settings is to concentrate its efforts on EE curriculum

development, design, validation, production, and dissemination of EE educational materials and on the training of trainers in EE (especially for elementary schools).

The GreenCOM/Peace Corps team, after this three-week assessment of EE&C in Haiti, recommends that PC staff and PCVs continue to foster (and indeed strengthen) EE&C and conservation education in the non-formal rural settings where the Peace Corps currently finds its niche.

At present, PCVs work closely with rural villagers in community development and agroforestry projects, two sectors which lend themselves very easily to environmental education and training. Ideally, EE&C is carried out by local community groups, NGOs, community schools, and awareness groups. EE&C also puts emphasis on social-action activities that stress community-based rather than classroom-based learning. The social-action activities provide opportunities for learners to act on the value-laden decisions they have made and make positive changes in their environment. They emphasize the development of interpersonal and group skills, both within the school community and in the larger community outside the school. However, both PCVs and staff need more training in EE&C concepts and methodologies and/or conservation education skills in order to bring more than organizational and motivational skills to the community level. Peace Corps linkages with committed partner organizations provide opportunities for mutual learning **S** solid branches on which to graft complementary conservation education and EE approaches and messages.

ORE, for example, provides technical seminars for farmers and organizations interested in grafting, seed production, and storage and has trained hundreds of farmers and technicians throughout the country in the past few years. The organization's commitment to develop commercial tree crops, improved staple crops, and high-revenue export crops **S** all tied to the need to conserve the hillsides with intensified agriculture **S** has proven useful in informally sharing environmental conservation messages with communities.

In its efforts to support the agricultural sector in order to increase production while at the same time promoting environmentally sustainable farming practices, CRS advises small farmers to grow crops on erosion-prone hillsides in ways that reduce further soil erosion, improve soil fertility, and protect watersheds. In addition, CRS gives these farmers an informational kit covering environmental protection concepts, basic agricultural inputs for farmers, rain water management in hillside areas, rehabilitation of irrigation systems, improved animal husbandry, and institution building.

ASSET's non-formal education strategy employs a multi-tiered training approach to empower groups within communities to develop local environmental action plans. Activities include:

- Training of participants to increase understanding of basic environmental concepts, the principles of environmental management, and participatory approaches to identify community environmental actions to be undertaken;
- Distribution of reference material to reinforce the efforts of the first group of training participants to transfer information and understanding through a process of empowerment multiplication. Coordination with other asset teams and partners will ensure that the tools and training materials present consistent messages about sustainable development and environmental management.

Funding and government agencies such as USAID, UNDP, UNESCO, UN, FNUAP, the World Bank and the Ministries of Environment, Education, and Planning are very supportive of programs and activities in non-formal settings S especially when these programs address environmental issues at the community level. They are well aware of the severity of the Haitian environmental challenges.

Through non-formal education, Partners of the Americas and the Ministry of Education, separately, are running projects aimed at enhancing the quality of life for women and their families, promoting better health for women and children and preventing unwanted pregnancies. All these efforts can have tremendous impact on the environment and its capacity to support life.

## ***II 4. Environmental Education and Communication in Informal Settings***

EE&C in an informal setting is described by Coombs and Ahmed (1974:8) as the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment at home, at work, at play, from the example and attitudes of family and friends, from travel, reading newspapers and books, or by listening to the radio or viewing films or television. Generally, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning.

In Haiti, the organizations and institutions we visited do not rely on this type of education and training to spread out their EE messages. From time to time, these organizations and institutions use informal media on special occasions but the impact on their audiences is believed to be minimal.

ASSET, PADF, the Ministry of Education, the Ministry of the Environment, the Ministry of Agriculture and ASPREN projects utilize the media, but not just for environmental-education purposes. Moreover, the business community does not seem to use the environment as a marketing tool as it does in more developed countries.



## ***II 5. School-Community Partnerships for Environmental Education and Communication***

Given that all the public and private schools in Haiti were in recess during our three-week visit, the team unfortunately was unable to visit these schools and learn about their EE efforts and relationships with their communities. While some NGOs have informal activities with schools, it appears that for the most part NGOs shy away from working with them.

Nevertheless, we believe that the future holds considerable promise in this area, particularly since the majority of government organizations, NGOs, and other institutions visited are considering EE&C in their work plans. Some are already very active at the community level. PCVs should play a key role in this new strategic direction. In addition, Peace Corps and NGOs need to develop relationships locally by getting involved with the local schools.

## ***II 6. Environmental Education and Communication Resources and Materials***

As stated above, EE&C is something new in Haiti and the few projects dedicated to strengthening this area are in their planning stages. However, since there is a big move supported by the Ministry of the Environment, the Ministry of Education, UNDP, USAID, CECI, ACDI, and many CBOs, the design, development, implementation, evaluation and distribution of EE&C resources and materials, on a large scale, will probably take place in Haiti in the near future (1-2 years). Rudimentary EE materials in Creole and French exist already in some elementary schools and in community organizations, though these are not widely disseminated.

## ***CHAPTER III. RECOMMENDATIONS RESULTING FROM THE PEACE CORPS /HAITI ENVIRONMENTAL EDUCATION AND COMMUNICATION ASSESSMENT***

### ***III 1. General***

Although environmental education and conservation education are terms often used interchangeably, these two terms translate into two different but complementary approaches to working with rural communities. Consequently, Peace Corps/Haiti has to make some difficult decisions about its strategic programming, PCVs' academic and/or professional background and interests, collaborating organizations= programs and activities, and what EE&C resources and materials to use. The GreenCOM/Peace Corps team, therefore, suggests that Peace Corps/ Haiti continue to emphasize the Conservation Education Approach for most of its activities in non-formal and informal settings and supplement it with EE&C initiatives in formal education settings.

As a reminder, conservation education is traditionally regarded as dealing with the wise use and management of natural resources, such as forests, soils, water, and wildlife, and offering concrete site-based solutions. Environmental education, on the other hand, instead of relying on specific solutions to problems, teaches the use of alternative solutions and the analysis of subsequent outcomes, and tends to have an urban middle-class bias.

The current nature of PCVs' activities and collaborating institutions' work plans also call for the adaptation of these approaches to the teaching and learning styles of the different Peace Corps/Haiti audiences.

Our principal general recommendations are as follows:

- **Given the degraded and precarious status of Haiti's natural resource base, Peace Corps - Haiti should continue to pursue opportunities to increase and improve its environmental programming in agroforestry, sustainable agriculture, environmental and conservation education and environmentally appropriate small business and technologies.**
- **Peace Corps/Haiti also should continue to build linkages between its sectors (Community Development/Agribusiness and /or Extension) and Environmental Conservation/Education and Communication, particularly, must serve as the bridges between the two sectors.**
- **In its attempt to foster EE&C in formal, informal and non-formal settings, Peace Corps/Haiti needs to emphasize that there can be no sustainable development without effective ecosystem protection and no viable natural-resource conservation without socio-economic development that will improve the well being of people. This vision implies that Peace Corps and its partners must find ways to help individual people, groups, and communities increase their incomes in a significant way while being more protective of the environment.**

- **Environmental education and/or conservation education should either be the primary or secondary focus of the majority of PCVs. For example, small business volunteers could have environmental education as a primary or secondary project.**
- **Peace Corps/Haiti needs to be more pro-active about upgrading its resource center, particularly with information relevant to Haiti. Also, it should request additional materials from ICE (including those in Spanish) and encourage volunteers to look at them during their visits to PAP.**
- **Peace Corps/Haiti needs to continually seek ways of capturing from the PCVs and other institutions, knowledge, skills and experiences and internalizing and institutionalizing these to the extent possible. The PSTs and ISTs offer opportunities to disseminate this information.**
- **The organization should request technical assistance and funding to train its staff and volunteers in EE&C principles and procedures and the development of education and training materials through seminars and workshops.**
- **Peace Corps/Haiti is already collaborating with other agencies, such as Partners of the Americas in workshops and training activities. This kind of relationship should be strengthened and efforts should be put together in order to achieve EE&C joint projects and programs for the Haitian people in formal, non-formal and informal settings.**
- **Volunteers should develop better ties with local schools and explore opportunities for inserting EE, both formal and non-formal, into ongoing activities. This should take priority over English lessons.**
- **Local educational materials to be developed or adapted outside materials will also have to conform to the Haitian Peace Corps target groups and PCVs capacity and assignments.**

### ***III 2. Agroforestry (AF) Sector***

Sector specific recommendations:

- This sector should be strengthened with a continued focus on conservation education and sustainable agriculture extension; as specified above, EE&C needs to be integrated into the two traditional Peace Corps/Haiti Project Plans. Environmental messages, however, should be tailored to the needs of different audiences and conform to the physical characteristics of the different regions where PCVs operate.
- There appears to be great potential for working in Environmentally Appropriate Intermediate Technologies (EAITs) in Haiti, including such things as small-scale agriculture-forestry processing, fuel efficient stoves, water harvesting and storage, knife sharpening, composting etc... Peace Corps should investigate further this

possibility. This activity would link naturally with small business, agroforestry as well as EE&C and could either be a primary or secondary activity. It would also be a natural attractant for some groups, who would otherwise not be attracted to EE&C or perhaps even to agroforestry. SPA funds could be used for community level projects.

- To facilitate learning, cross-pollination, multiplication and supervision, AF sector volunteers should be clustered around protected areas, in watersheds and within geographic foci of partner organizations.
- Formal and non-formal environmental education can be the secondary project for volunteers in the Agroforestry sector since they both complement very easily the work the volunteers are already doing.
- The sector should obtain and adapt the Agroforestry Farm-level planning tools used by Peace Corps/Guatemala or in lieu of these use the Plan for Living Better (already discussed with Peace Corps/Haiti staff); and it might be worth considering renaming the sector Agroforestry and Environment sector or vice-versa.

### ***III 3. Small Business Sector***

Sector specific recommendations:

- In this case, formal and non-formal environmental education should be encouraged as the primary or secondary project for volunteers; and the sector should work to identify environmentally friendly enterprises and technologies which could be adopted and multiplied by participant groups.
- There is a natural linkage between this sector and Agroforestry, particularly when it comes to crops (such as coffee, mangoes and spices) that can be grown and processed locally; and often the small business sector works with groups that can be natural recipients and conduits of (EE&C) information.

### ***III 4. Formal Environmental Education and Communication***

Sector specific recommendations:

- At the moment the opportunities to work in this area are probably many, but there are also considerable challenges due to lack of integration of EE&C in existing curriculum, poor teacher motivation, lack of trained teachers and supervisors, and lack of resources and in some instances, inadequate volunteer communication skills in Creole and French. In addition, this appears to be a transition period for the Ministry of Education; it therefore, makes sense to take a wait and see approach at the national level, while developing relationships and working ad hoc at the local level (with local schools) in non-formal EE&C.
- PCV involvement in formal environmental education & communication should be encouraged on a small-scale, but care should be taken to, adequately and periodically, document experiences and particularly successes.
- Depending on the Ministry of Education's plans and priorities, PC could consider putting together a small team of volunteers to help develop materials for testing and eventual large-scale distribution (for which of course a donor would have to be found). It is anticipated that GreenCOM could play a role in these activities.

- Peace Corps- ICE and other Peace Corps countries have some materials that could be adapted to suit Haiti conditions, an effort needs to be made to acquire and evaluate these materials.
- In addition, the design, development, implementation and evaluation of Haitian EE&C materials needs to be encouraged and supported in formal and non-formal settings. Peace Corps should acquire Haitian materials and ensure they are made available to volunteers and placed in resource center.
- Formal EE&C should focus initially on rural schools. FEE&C activities should have a heavy dose of hands-on activities with students and, to the extent possible, be complemented by conservation education directed at parents and provided by extensionists, NGOs or the Government of Haiti.
- Peace Corps/Haiti emphasis on FEE&C has special implications for recruiting and training, these being more stringent than in the case of non-formal EE, which may effectively rule out formalizing FEE&C at the sectoral level. Peace Corps should consider recruiting trainees with degrees in environmental education once the Ministries of the Environment and Education and the ASSET project begin to solidify, and assigning these directly to the Ministry of Environment.
- The issue of using incentives (such as the vouchers PADF uses in Les Cayes for students participating in EE) should be analyzed (since there are pros and cons), however Peace Corps probably should minimize its association with such schemes-strategies.
- Ideally the PCV target group would be teachers (not students) and the emphasis would be on training of trainers. A serious effort in this area would require committed counterparts, staged implementation, opening of new sector and probably the hiring of an appropriately qualified APCD.

### ***III 5. Non-Formal Environmental Education and Communication***

This activity lends itself well to Peace Corps/Haiti's existing program and would require fewer modifications than the FEE&C mentioned above. Virtually all PCVs could potentially have NFEE&C activities, either at primary or secondary levels. It could also easily be targeted at existing participant groups, including those working with the existing sectors and projects. NFEE&C is compatible with working with either youth or adults groups, thereby permitting flexibility in terms of participant audience, however an audience of particular concern is that of (semi) organized youth and communities.

- PCVs should begin to develop and test NFEE&C materials (of which only a few Haitian-creole materials exist), which in comparison with FEE&C materials are less sophisticated and require less testing and development time.
- Peace Corps- ICE and other PC countries have some materials that could be adapted to suit Haiti conditions, an effort needs to be made to acquire and evaluate these materials.
- In Peace Corps/Haiti's endeavors towards NFEE&C, particular emphasis should be placed on girls and women's issues, since these groups are usually left out of conservation education (which is oriented more towards farmers) and little is being done in this area in Haiti. Peace Corps could potentially carve out a small niche for itself here and make a major contribution.

### ***III 6. Informal Environmental Education and Communication***

Like most institutions and organizations involved in development programs, Peace Corps/Haiti particularly and its counterparts might consider using a mix of media to reach out to its audience in informal settings: a poster to inform, a forum or pamphlet to persuade, billboards and transit posters to build awareness and some form of interactive communication such as theater, radio talks and TV shows where this is possible), street parties, contests, special events and the like. It will also need more than one location to convey its EE&C messages: posters, news letters and magazines in schools, workplace and community centers etc. The same tools could also be used in non-formal EE&C.

### ***III 7. Training***

The present Peace Corps training plan is appropriate given the fact that the two sectors are targeted in each PST. However, greater emphasis on either NFEE&C or FEE&C, or both, has implications for training, with the overall burden probably being lighter in the case of the former.

For PST, it would be a simpler task to combine training in EE&C with AF training, than EE&C with small business, however this should not prevent Peace Corps/Haiti from doing so. Increased levels of training in EE and environmental concepts (primary environmental care) should be given to staff as well as APCDs; and ISTs would appear to be the best way to upgrade knowledge and skills, at least until the participants in PSTs become more homogeneous, even so periodic ISTs dealing with environmental issues should be made available to all volunteers.

### ***III 8. Summary Statement***

Throughout the developing world and especially in the Republic of Haiti, a combination of emphasizing the production of food, fiber, and other goods to satisfy the immediate needs of humans and a failure to consider the long-term ecological consequences of modifying the environment, and exploitative opportunities for quick profits has severely strained the quality and the integrity of the environment. Therefore, there is a need to increase people's sensitivity and understanding of the close ties between their every day activities, their quality life and the quality of the environment and provide them with concrete actions.

By conducting the EE&C assessment, Peace Corps/Haiti plans to meet the above challenges and since the need for Peace Corps to develop and strengthen EE&C was found justified by the assessment team; the organization should proceed as follows:

- Peace Corps/Haiti should conduct an In-Service Training workshop in environmental education and/or environmental conservation in the near future to build on the EE/CE experiences to date, discuss the recommendations contained in this report, develop a strategic plan for expanding EE/CE by Peace Corps/Haiti and review existing EE/CE materials.
- Incorporate EE&C into existing Peace Corps/Haiti programs and/or project plans.
- Prioritize the training of Peace Corps staff and volunteers in conservation education because it is more relevant than traditional EE to the needs of PCVs and community groups where the organization finds its niche.

- Consider non-formal EE&C and/or conservation education as the extension method of choice for Peace Corps to carry out its related programs and/or activities;
- Orient EE educational materials design, development, evaluation and distribution to the needs and characteristics of the diverse Peace Corps audiences;
- Continuing to assess Peace Corps role in EE&C while gradually increasing its capacity to undertake district EE&C effort as a part of its core sectoral programming etc.

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**ANNEX 1: Names, Addresses and Occupations of Resource People**

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## ***ANNEX 2: Terms of Reference***

### ***Environmental Education and Communication Assessment Support for Peace Corps/Haiti***

#### ***Introduction***

The Forestry Team in USAID's Global Bureau for the Environment Center recognizes Peace Corps volunteers as critical and effective outreach agents in programs designed to mobilize communities and rural audiences in sustainable development programs. Based on previous experience and work in Haiti, the Team is interested in raising awareness and understanding of EE&C strategies and methods as critical tools in increasing the reach and impact of environmental-related programs. To this end, the Forestry team in G/ENV has provided funding for the conduct of an EE&C in Haiti in support of the Peace Corps program. This statement of work represents a collaborative effort on the part of USAID and Peace Corps staff in Haiti and in Washington, D.C.

#### ***Background***

Peace Corps has been active in Haiti since April, 1996, with 12 volunteers in Agri-business and Community Development/Municipal Management projects. Prior to 1996, Peace Corps maintained a presence in-country during two previous periods, 1990-91 and 1982-87, with programs in agro-forestry, health and education.

In the 1996-2001 time frame, Peace Corps/Haiti plans to recruit and train generalists in organizational development and basic agricultural/agro-business techniques. The Peace Corps program has a predominantly agricultural and rural focus. Through volunteers during the first several years, of this period are assigned to one or two programs (Agri-business and Community Development), a great deal of synergy across the two program areas is anticipated, facilitated in part by a cluster approach in volunteer placement.

Small Enterprise Development Volunteers work with small agriculture community based organizations (CBOs) to improve their ability to identify needs, develop project plans, assess community resources, develop funding proposals, implement...etc. Their primary function is to establish contacts with government and non-government organizations that do not have these skills and assist communities in identifying and securing outside technical assistance from international NGOs, UN agencies, USAID, and other development institutions and organizations.

The Agriculture-Extension /Agro-forestry Volunteers work with local farmers groups to develop agro-business that are ecologically sound and incorporate the planting of **trees**, as part of the business itself or for soil conservation purposes. As an example, a volunteer working with fruit tree farmers will seek to assist the farmer in increasing production and assess the potential for the processing of fruit and other vegetables into value-added products like jams, jellies, dried fruit and preserved vegetables.

Volunteers are placed with Haitian CBOs and organizations already receiving funding and/or other support from larger, Intermediary Support Agencies (ISA), such as CARE, Catholic Relief Services, Save the Children, etc... In this way, volunteers are linked to the broader development



agenda program in Haiti, can maintain regular information exchange, link resources and ensure that locally initiated programs complement regional and national development initiatives and priority programs.

### ***Objectives***

Funding provided under this Delivery Order will provide Peace Corps/Haiti and USAID with backdrop reference and assessment of current EE&C programs and institutional capacity, and provide recommendations as to how linkages to ongoing efforts and partnerships in EE&C can extend and impact volunteer activity.

The EE&C activities (GreenCOM) will apply the expertise, approaches available under the Core contract. The CTO will assume overall supervision for the Delivery Order. In-country work will be coordinated with Peace Corps/Haiti and USAID staff as appropriate.

### ***Statement of Work: General***

USAID assumes a broad interpretation of EE&C, including formal and non-formal education, such as school-based environmental-education programs and materials development, behavior change programs and in agricultural extension, and interpretive programs and outreach to communities in and around protected areas. EE&C also includes program design and delivery in the informal sector, such as print, radio and broadcast applications in the development of public awareness and communication campaigns on specific environmental problems and issues.

The Contractor will conduct an inventory and assessment of the who's who and what's what in EE&C in Haiti with an emphasis on rural programs and target audiences and a particular focus on school-community linkages in environmental-education (including agricultural activity) programs. The overall inventory will include coverage of:

- Haitian ministry and agency programs in EE&C (including relevant ministries in education, environment and agriculture;
- Donors agency activity/capacity-building in EE&C;
- national, regional and local NGO activities;
- media: TV / Radio / Print

To the extent possible, the inventory will include an assessment of actual programs underway, and institutional and organizational capacity in EE&C program delivery. This level of assessment will necessitate site or program office visits to see ongoing activities or results of EE&C programming efforts. Additionally, the assessment should include, as appropriate, reference to how ongoing programs and activities incorporate consideration of gender in program development and delivery, and highlight unique or particularly successful participatory approaches in EE&C programs. The Contractor will assess opportunities for linkages and collaboration in these areas, and provide recommendations to Peace Corps/Haiti.

The Contractor will work closely with the Peace Corps/Washington environmental staff in all aspects of activity planning and implementation. It is anticipated that Peace Corps/Washington Environmental sector staff will work with the contractor in-country and assist with report preparation. Methodology for the inventory includes in-depth interviews, site visits, where possible, and document review.

The purpose is to provide not only a reference and resource document, but a set of recommendations and as how PC volunteers in the field can access and link resources in EE&C to further their field-based activities with communities and agro-business groups.

### ***Statement of Work : Specific***

The Contractor will identify a EE&C Specialist to conduct this inventory and assessment, and collaborate with Peace Corps and USAID appropriate to complete the following tasks:

- Meet with Peace Corps/Washington staff to discuss current status of PC volunteer programming and country strategy in Haiti. Consult with Peace Corps/Haiti staff in the development of a tentative time frame and schedule for conducting the assessment;
- In-country, become familiar with Peace Corps programming approach, volunteer assignments and activity, meet with volunteers. Meet with USAID environmental/agriculture staff to determine possible linkages and areas for collaboration in EE&C. It is anticipated that Peace Corps/Haiti will organize one or more regional meetings for the Specialist to meet volunteers;
- Conduct assessment/inventory: including elements in formal, no-formal and informal sectors. It is anticipated that Peace Corps will provide limited in-country vehicle support for travel, but the EE&C Specialist should be prepared to travel independently as necessary for up to 8 days. Funding is provided for 4x4 car rental and driver for 8 days;
- Prior to departure, debriefing with Peace Corps & USAID staff-preliminary findings & recommendations;
- Prepare two reports as described in a and b, below. Report format should be user-friendly, and be made available in two separate documents.

a) In French and English, an inventory and assessment of EE&C institutions, organizations involved in EE&C, organized by sector: formal, informal and non-formal, including contact information. A summary statement should discuss the state-of -the-art in-country, accompanied by an introduction to the purpose and intended use of the inventory. The report, in use-friendly format, is intended for use by a variety of audiences, including Peace Corps staff and volunteers, USAID staff, and Haitian government and non-government personnel. The Contractor will provide sixty copies of this report to Peace Corps/Haiti and 15 copies to USAID/Haiti.

b) A report in English that provides specific recommendations as to how EE&C can increase the reach and impact of volunteer efforts in community and municipal development and agro-business sectors. Recommendations should focus on how potential linkages/activity/partnership in EE&C can enhance volunteer effectiveness in carrying out their assignments, and recommend strategies to address these potentials.

### ***Summary Level of Effort***

Funding is provided under this Delivery Order for twenty-five days salary equivalent for an EE&C Specialist. Per diem and round-trip airfare is included for 22 days in-country (based on a six day work-week), allowing for home office report writing. Funding for 4x4 car rental and driver for eight days is included.

Additionally, one day equivalent salary for editorial work and three days equivalent for home-office technical and administrative backstop. Funds are provided as well for report production and translation.

### ***Reports***

As detailed above, two reports are required under this delivery order, one inventory/assessment report detailing current EE&C activity in-country, and one report providing recommendations to PC staff relating to effectiveness programming and support in the areas of EE&C.

### ***Personnel***

One Washington, D.C.-based EE&C Specialist fluent in French and English. Minimum 5 years working experience in EE&C. Preferred experience with Peace Corps and country experience in Haiti.

### ***Commodities /Equipment***

No equipment purchase is necessary for work under this Delivery Order.



### ***ANNEX 3: Sample of Assessment Questions Utilized***

1. Peace Corps/Haiti is about to launch a comprehensive EE&C program geared to schools, Clubs, community groups, individual organizations, NGOs etc. If your school club/organization or community was chosen to pilot a Peace Corps EE&C project:

1. a. What form this program would take? (Formal/Nonformal or Informal and why?).

1.b. What should be your goals and/or objectives?

1.c. What kinds of programs and/or activities should be included in an EE&C program that fit your needs?

1.d. Who will do them (gender, age, profession, level of education, location etc..)?

1.e. How should they be carried out? (strategies)

1.f. What could be your priorities?

1.g. What resources will be needed to achieve your goals and/or objectives?

2. How could your program(s), projects and /or activities fit into other learning settings/events at your level of operations?

3. What competencies are available for teaching and/or disseminating information about natural resources conservation or other environmental issues in your organization?

4. Who could not be involved in your programs and/or activities, and why?

5. What do you see as potential barriers to effective environmental education and/or communication in your school, club/organization or community?

5.a. What suggestions do you have for overcoming those barriers?

5.b. If you could change anything, what would you change and why?

6. What are the potentials for your organization pertaining to your EE&C priorities?

7. How does your EE&C program interact, duplicate or overlap with those in other environmental institutions and/or organizations in your region?
8. How knowledgeable are you about Peace Corps/Haiti's goals, objectives, programs and/or activities?
9. Reports indicate that environmental problems are overwhelming in Haiti, but that very few institutions, organizations and/or NGOs are involved in trying to find solutions to these problems:
- 9.a. Could it be a lack of knowledge, lack of skills, lack of motivation, lack of resources, or a combination of several factors?
- 9.b. Again, if you could change anything, what would you change and why?
- 9.c. How is your local physical environment compared to what it was when you were a young child?
- 9.d. What comes first, your economic gains or the preservation of the environment?
10. Which of the following are the main focus for your operations and/or activities?
- Conservation education
  - Environmental education/Communication
  - Public awareness
  - Fundraising
  - Environmental advocacy and/or lobbying
  - Project development and management

Others (Please be specific)